

Quality Standards in E-learning of Textile printing design VS Traditional learning methods

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Abstract

The Countries all over the world are strongly moving towards replacing traditional learning methods with E-learning. And now it is not a strategic choice as it was in the past. After the pandemic (Covid-19), many countries of the world Suffers and stopped traditional teaching methods that required going to schools and universities and meeting with lecturers and professors face to face to get knowledge and learning. Vigorously, it becomes towards establishing and creating ready-made plans to implementing successful E-learning. To be implemented successfully and efficiently, Now it is not about a plan that was implemented with its advantages and disadvantages when a sudden pandemic occurred in the world, such as the pandemic (Covid 19).

From this moment, the foundations (basics) and criteria for formulating the future educational system in general have been changed, and it has become imperative to develop an alternative and rapid plan for replacing traditional methods of teaching and learning curriculum in general and in particular teaching and learning applied arts curriculum. And the question that arises strongly is? how to formulate a future educational system that will achieve the desired goals of the educational process through remote communication (E- learning), not through traditional methods and how will the educational quality standards be achieved in this type of (online learning), although there is no direct physical communication between the teacher and the learner.

The (design of textile printing) is one of the most important subjects that a graduate of the textile printing department must be fully aware of all its aspects and topics.

Keywords:

Online learning - (E- learning) – Blended learning- ADDIE Model application- Interactive learning- Textile Printing Design-Learning technology- Instructional design.

The research problem:

How can an electronic curriculum for teaching textile print design subject be taught by the method of blended E-learning that (announced by the higher ministry of education in the Egyptian government as a new item that is added to the provisions of the law regulating universities for E-learning and how to achieve the outputs of the educational process (ILOs) and the desired goals of teaching the subject and what are the quality standards required to achieve them in this electronic curriculum that is taught by the method of E- learning (Blended Learning) through Instructional design in terms and concepts like (design Content – design shape - effective communication with students- Interactive learning).

The research significance:

- Putting theoretical framework for quality standards in building (E-Curriculums) by using (ADDIE MODEL) for textile printing design subjects.
- Identify the steps of building (E-Curriculums) for textile design subjects, through the blended E- learning.
- Identify how can use the community of Inquiry framework (COI) to be implemented through the design phase in the (ADDIE) model.
- Identification of blended learning models and how it can have implemented in creating The (E-Curriculums) of the textile printing design subject.
- Identification the international standards of quality online programs for Virtual E-learning in textile printing design subjects.

The research Objectives:

- Benefiting from suitable instructional designs, for putting quality standards in (E-Curriculums) for textile printing design subjects.
- Documenting the steps of building (E-Curriculums) for textile design subjects, through the blended E- learning.
- Benefiting from the community of Inquiry framework (COI) in creating (E-Curriculum) with high quality standards in textile printing design.
- Using all the benefits of blended learning models in creating high quality standards (E-Curriculums) for textile printing design subject.
- Benefiting from the international standards of quality online programs for Virtual E-learning.

The research hypothesis:

- The research assumes that studying & implementation the ADDIE model as an important Instructional design can help in building successful (E-Curriculums) in the field of textile printing design subjects, through achieving the international standards for quality online programs for Virtual blended E-learning.
- The research assumes using the community of Inquiry framework (COI) in design phase of the ADDIE model, can achieve high quality standards in (E-Curriculums) of the textile printing design.
- The research assumes that implementation the blended learning, with its theoretical frameworks & models and also according the nature of studying applied arts in general and the textile printing design in specific , can achieve – Intended learning outcomes(ILOs) of the (E-Curriculums) through the the blended learning .

The research limitations:

- **Spatial limits:** Textile printing design subject, as it is the area that the study is concerned with.
- **Time limits:** includes the instructional design in textiles printing design subjects in the undergraduate stage in faculty of applied arts.

The research methodology:

- It follows **the analytical and the applied research methodology** through the following points:
- The analysis of (ADDIE model), international standards for quality online programs of Virtual E-learning.
- By implementing (ADDIE model) as instructional design and quality online standards to indicate the quality standards in blended E-learning of textile printing design subjects.

The research Terminologies:

- **ADDIE Model:** The Addie model is an instructional design methodology used to help organize and streamline the production of the course content (2).
- **Traditional learning methods:** Traditional learning almost always involves a teacher, communicating with a group of. The students gather together in physical classrooms within the facility during a certain timeframe to take particular lessons (3).
- **E-learning:** ELearning is learning utilizing electronic technologies to access educational curriculum outside of a traditional classroom. In most cases, it refers to a course; program or degree delivered completely online (4).
- **Quality Standards:** Quality standards education refers to a system or product that has passed a certain set of criteria or principles (5).
- **Blended learning:** Blended learning is an approach to learning that combines face-to-face (in-person) and online learning experiences (6).
- **LMS:** Refer to learning management system, Organize and manage your online courses, your participants, their results, and the effectiveness of your courses through this software. (7)-(8)

Synchronous learning: is a general term used to describe forms of education, instruction, and learning that occur at the same time, but not in the same place, through online learning in which students learn from instructors, colleagues, or peers in real time, but not in person. (9)

- **Asynchronous learning:** is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time (10).
- **The Community of Inquiry (COI):** Theoretical framework has been used extensively in the research and practice of online and blended learning contexts. With the development of a survey instrument based on the COI framework (11).

Introduction:

The majority of the people around the world are learning face-to-face and with the traditional method in the classrooms. Traditional face-to-face or (in-person), classroom-based teaching and learning have been used for centuries as it is the only method of learning, especially in the developing countries. The greatest challenge in my opinion for blended learning is a change of mindset toward this new model of learning. During the crisis and pandemic like (Covaid19), the blended learning becomes part of the narrative in education almost everywhere in the whole world and also in Egypt. So, suddenly all the learning activities had to take place online. it become a must not a choice. But it is still a challenge for these countries (developing countries) to put a clear concept and quality standards to this kind of learning and it is still Initial individual

trails (especially in this year 2020), to overcome the sudden current situation of lockdown and quarantine.

All the fields of applied arts in general is more relevant to the Visual & applied implementation in learning the students. So, we should keep in mind this important issue when we design the (E-curriculum) and also we should keep in mind the quality standards in online programs for virtual E-learning.

Theoretical Framework:

The theoretical framework in this research paper includes (3) main and essential integrated paths:

- **ADDIE Model** for building the course, to achieve high quality standards.
- Using almost **The Community of Inquiry (COI)**, with some help of complex Adaptive blended learning system (**CABLS**) as theoretical frameworks (models) of blended learning implementation.
- Blended learning (there are 3 models), and the research will work in blended two of them for the (textile printing design) subject' learning.

The researcher will use the ADDIE Model in building the (E-curriculum), because it is very important instructional system design (ISD). Also the most important reasons for choosing are:

- It has been so successful that the ADDIE is heavily associated with good quality design, with clear learning objectives, carefully structured content, controlled workloads for faculty and students, integrated media, relevant student activities, and assessment strongly tied to desired learning outcomes.
- It is also a very useful management tool, allowing for the design and development of large numbers of courses to a standard high quality. (1) and this is what required exactly.
- It is very dynamic; all the phases are leading to each other and are connected and integrated. After every phase and inside every phase, there is a revision, also at the end. And that is why the researcher see the (ADDIE) is the most suitable instructional design we can use in building the (E-curriculum) and also to adjust on it, after the end of the semester to achieve the highest quality standards.

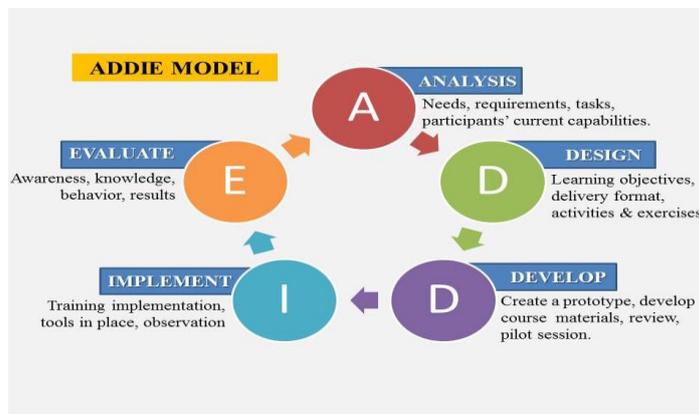


Fig (1) clarify the 5 phases of (ADDIE) Model

(12) <https://www.thinglink.com/scene/710154166994993152>

The researcher will use the Community of Inquiry theoretical framework (COI) will be taken in concern to build the (E-curriculum) activities, assignments, assessment, using (webinars, seminars, video, Audio.....) to achieve and create a deep and meaningful (collaborative-constructivist) learning experience through the development of three interdependent elements – social, cognitive and teaching presence.



Fig (2) clarify community of inquiry theoretical framework (COI)
(13) <https://coi.athabasca.ca/coi-model/>

The researcher will use the blended learning, it includes 3 main models for interaction and communicate with the students through the (E-curriculum)

Model 1	Model 2	Model 3
<p>Blended presentation and interaction</p> <p>Activity focused face to face sessions blended with online resources.</p> <p>For example, the flipped curriculum model, combines:</p> <ul style="list-style-type: none"> ▪ short lecture podcasts, online resources, with ▪ face-to-face tutorial/seminars for interaction and presentation of group work 	<p>Blended block mode</p> <p>Combination of:</p> <ul style="list-style-type: none"> ▪ intensive face-to-face sessions as one day or half days ▪ weekly online tutorial/seminars for activities and interaction ▪ online content and resources 	<p>Predominantly online</p> <p>Combination of:</p> <ul style="list-style-type: none"> ▪ short lecture podcasts, with online resources and learning activities ▪ online or face-to-face tutorials ▪ interaction via online or face-to-face collaboration, discussion forums and/or group work

Table (1) clarify the three models of the blended learning
Source: Hannon & Macken (2014) (14)

1- The implementation of ADDIE Model:

1.1-The ADDIE Model stands for 5 phases to build the quality standers in (E-Curriculum):

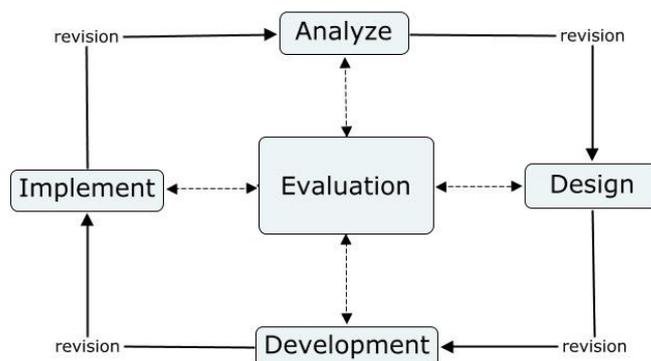


Fig (3) clarify the 5 phases of ADDIE model including revision after every phase

(15)- https://educationaltechnology.net/wp-content/uploads/2014/01/ADDIE_Model_of_Design.jpg

1.1.1 Analyze: This is the first and the most important phase in the 5 phases of ADDIE model. This is the cornerstone of all the other phases, as said (Analysis fully, design once). We should all believe that the education is a need and should be tailored to meet all the requirements' needs and achieve the target from it. Because of that we should analysis all the needs such as (learner needs- educational organization needs –audience needs – content needs- Technical needs- Structure needs). We should indicate this very clarify through (questionnaires, Survey, Focus groups.....). Here you should ask yourself very important questions to achieve the quality standards in this phase: Who, What, When, Where, Why, How? Identify all the variables that need to be considered when designing the course, such as (learner characteristics, learners' prior knowledge, resources available, learner educational level, learning objectives, learning outcomes (ILOS), current technical learner skills, most suitable way to communicate with through E-learning..... Etc. This stage is similar to the describing the learning environment outlined.

In this very important phase, there should be (3) main persons in the team:

- The instructional designer (ID)
- Subject Matter Export (SME) – Professor of the subject and his role is very important in indicating the content of the subject and adjust in it according the objectives and (ILOs). Also sharing with (ID) in learner analysis.
- The Sponsor (Educational institute or university).

1.1.2 Design: This is the second phase of the (ADDIE) model. This is the most important stage in the (ID)' work. The all outline project plan is indicated through the analysis phase. This stage focuses on identifying the learning objectives for the course as a final revision from phase one and how materials will be created and designed (for instance, it may include describing what content areas are to be covered and a storyboard outlining what will be covered in text, audio and video and in what order), and deciding on the selection and use of technology, such as an LMS, video or social media;(1). Storyboard template is very important in this phase, especially for the visual person like applied arts' student in general. It is very important now after indicating the structure of the (E-Curriculum), how to introduce to the student through the blended learning and it should be indicated step by step to every lesson of the (E-Curriculum)

to achieve the learning objectives. It is like put a scenario for everything very carefully. You should keep in mind the following:

- Making storyboard (SB) template for everything in the (E-curriculum) flow chart, by details (The most basic definition of a storyboard is that it is a visual outline that can easily convey a series of events with a minimum amount of effort and detail on the part of the creator by using static panels (16). Imagine a really scenario can be achieved, and although it is related in minds with advertising and animation, it is also related with education through (E-learning).sometimes named storytelling, as changeable two words.




Textile printing design (E- Curriculum) through Blended Learning

Course specifications

Major or minor element of programs: Major

Department offering the program: Textile printing, dyeing and finishing

Department offering the course: Textile printing

Academic year / Level: 2rd level

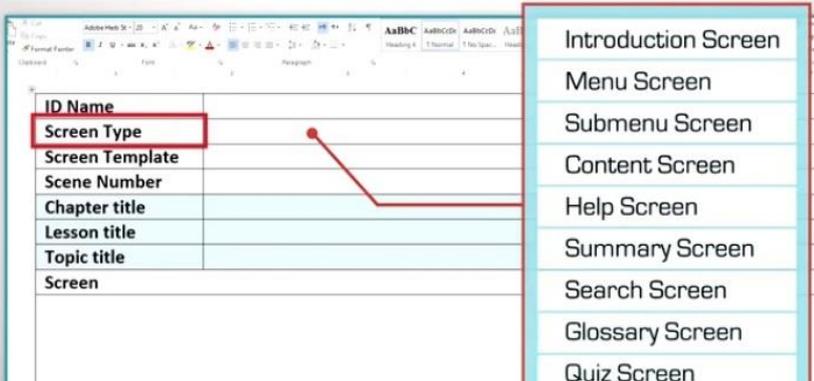
Date of specification approval: 2020-2021

Model of learning: Blended Learning

Table (2) clarify how to make storyboard to the (E-Curriculum) in the design phase

ID Name	
Screen Type	
Screen Template	
Scene Number	
Chapter title	
Lesson title	
Topic title	
Screen	

ID Name	
Screen Type	
Screen Template	
Scene Number	
Chapter title	
Lesson title	
Topic title	
Screen	



- Introduction Screen
- Menu Screen
- Submenu Screen
- Content Screen
- Help Screen
- Summary Screen
- Search Screen
- Glossary Screen
- Quiz Screen

Table (3) clarify how to make storyboard to the (E-Curriculum) in the design phase

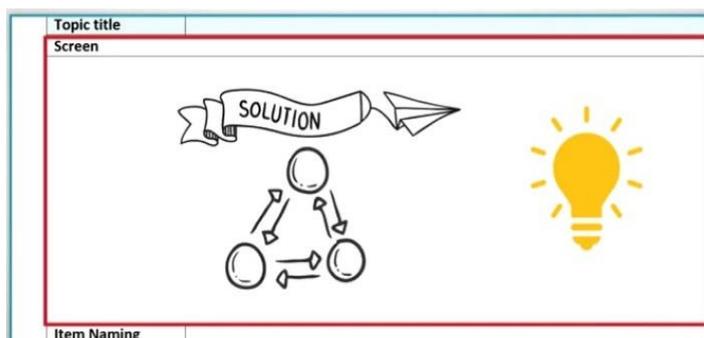


Table (6) clarify storyboard –Types of Media windows according (E-Curriculum) planning - storyboard template- design phase

Item Naming											
Graphic Description	<table border="1"> <thead> <tr> <th>No</th> <th>Graphic Description</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </tbody> </table>	No	Graphic Description								
No	Graphic Description										
Interaction Instruction (Prompt)											
Notes											
Glossary											

Table (7) clarify storyboard –Types of Media windows according (E-Curriculum) planning storyboard template- design phase

In the design phase: Everything should be determined carefully and by time- lecture number- which module- achieved (ILOs):

We should indicate which kind of media will be implemented:

- Videos (time of the video) , is it ready video for particular activity, learning method, using colors in drawing – using computers softwares in designing – Kinds of repair in textile printing designetc.or it is registered video by narrator or by presentation.

games, role-play, group work, clarification pauses, five-minute-paper, discussion forum, glossary activity and everything achieve the interaction learning between peers, make the students sharing their experience and knowledge with each other and with their professoretc.

In the design phase: we should Benefit with all the (E-learning) advantages, to improve the education and on- learning through blended learning VS traditional learning methods.

For example: By implementation of blended learning using technology, computers..... and LMS, we can indicate in-face and on-line meetings, workshops and activities with the students by using (web-conferencing – digital textbooks- Blogs and wikis- serious games – virtual worlds- (E-Portfolios for present artwork and designs as shown in (Fig 3-4) - Also the students can introduce Simulations for their textile printing designs in Upholstery- garment according every Curriculum plan, objectives and (ILOs).



Fig (4) clarify some samples of (E-Portfolios) presented by the students in level 3- textile printing department- faculty of applied arts- Benha university-second term- year (2019-2020)- distance learning through quarantine



Fig (5) clarify some samples of (E-Portfolios) presented by the students in level 3- textile printing department- faculty of applied arts- Benha university-second term- year (2019-2020)- distance learning through quarantine



Fig (6) clarify some samples of (Simulations) presented by the students in level 3- textile printing department- faculty of applied arts- Benha university-second term- year (2019-2020)- distance learning through quarantine

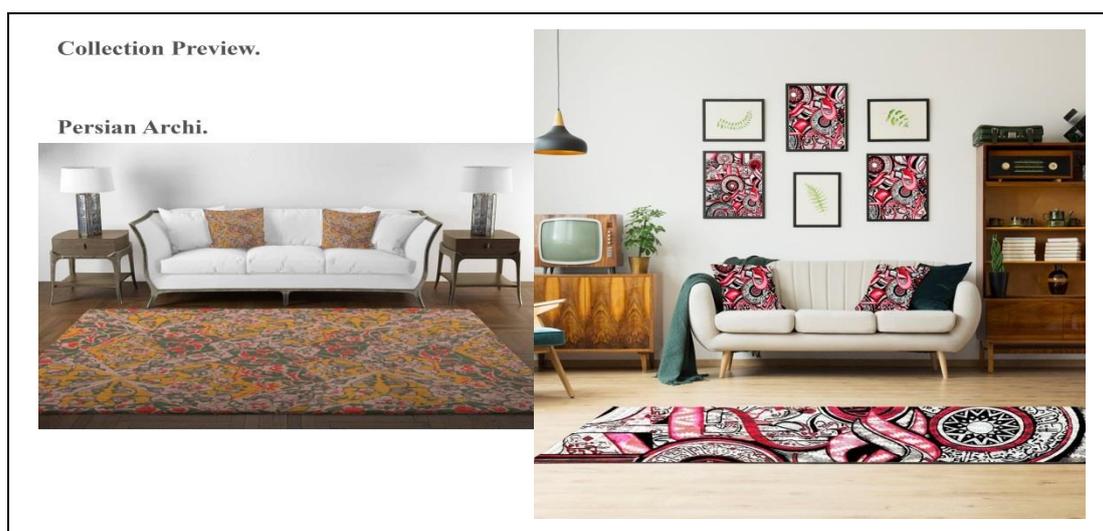


Fig (7) clarify some samples of (Simulations) presented by the students in level 3- textile printing department- faculty of applied arts- Benha university-second term- year (2019-2020)- distance learning through quarantine.

1.1.2.1 The Implementation of the Community of Inquiry (COI) in the (E-Curriculum) design through the blended learning

In the design phase:

we should Create Learning Activities Based on Blended Learning Best Practices, Also Customise as Needed for content, Context and Learners in Every Design. The Community of Inquiry theoretical framework (COI) represents a process of creating a deep and meaningful (collaborative-constructivist) learning experience through the development of three interdependent elements:

Social presence:

In the social presence the activities, events.....should be designed in this phase to achieve (open communication between the students each other and the student with the professor - group cohesion and self-presentation are most critical at the beginning and at the end of the semester – we can create welcome Forum (on-line) to the students at the beginning of the semester- To encourage learners to be present as whole persons and not just students, create a “social café” for them to stop in and share personal and social aspects of their lives. The opportunity to be social in both in-person and online spaces creates Enhanced and unique opportunities for learners to get to know their fellow students, especially in the first levels of learning in the faculty, we should focus more in this side (17).

Cognitive presence:

Cognitive presence is central to successful student learning. The quality of cognitive presence reflects the quality standards in building and design the **(E-Curriculum)**. Enhance the quantity of critical thinking, collaborative problem-solving, and construction of meaning occurring in **student↔student** and **student↔faculty** interactions. You can model and support cognitive presence in your interactions with students in discussions, assignment feedback, and other communications (18).in the cognitive presence integrate what they're learning with what they already know and come to a solution of application and understanding While the LMS's most notable role is to organize the online component of the course, it is critical for it also to refer to, record and integrate as artefacts and uploaded materials (19).

Teaching presence:

Teaching presence of course refers to the activities that professor of the subject and the teacher assistants (TA) manage and coordinate the social and cognitive activities in the community. I want to remind you that teaching presence in a blended community of inquiry includes the design and organization as set out at the beginning of the course (19), and that's why the researcher choose to talk about the (COI) under the design phase of the (ADDIE) model. In particular, instructional design had the greatest impact with well-designed courses leading to high levels of student reported satisfaction and learning.

Teaching presence consists of three critical roles for the professor. According to **the first** responsibility is design and organization of the learning experience, which takes place prior to the course opening and during the run of the course. **Second**, instructors are responsible for the creating, implementing, and monitoring activities that encourage communication and interaction between the students, teachers, and content resources.

Finally, instructors must contribute academic knowledge and relevant experiences through forms of direct instruction. also notes that students contribute to this third facet as well because they bring their own knowledge and experience to the course (E-curriculum). (20)

At the end of the design phase, we should be sure and keep in mind and eyes to all the steps and details very carefully (the storyboard and all the ways which the content will be showed and implemented to the students in every lesson (chapters), we should agree as a team to all the things, and make a revisin more and more to all the elements, to be sure that what exactly we want in our (E-curriculum) , and to be sure that we can implemented by using LMS, and all the technical support in the faculty, with this step (design phase), we make sure and make than more revision to (analysis phase and design phase). This is the last phase before implementation

and there is no problem at all to add comments and adjust before the development phase of the (ADDIE) model.

1.1.3 Development: It is the phase of creating the content in general, but we can summarize this phase to 4 main important and essential steps:

- **1.1.3.1:** Developing the course material or the (E-curriculum), and here appears the Developer role with the ID, they are working together to implement the final shape of the storyboard).
- **1.1.3.2:** The quality Assurance step which is (Conducting a tabletop Review, makes a revision for the content to be sure it is accurate and complete.
- **1.1.3.3:** Creating a prototype including everything (Content- E-course Sample –graphics - Styles- Fonts- colors – video- audio - animation and narrating, if it is existing).
- **1.1.3.4:** Running a pilot session: It is very important step before the final implementation step. Because it is the first real interaction with the student (Learner). In this step we should measure the interaction, Satisfaction, understanding the instruction and activities through the course, we should take any comments from learner in concern and adjust. Also we should make the final revision before the official course implementation. (21)

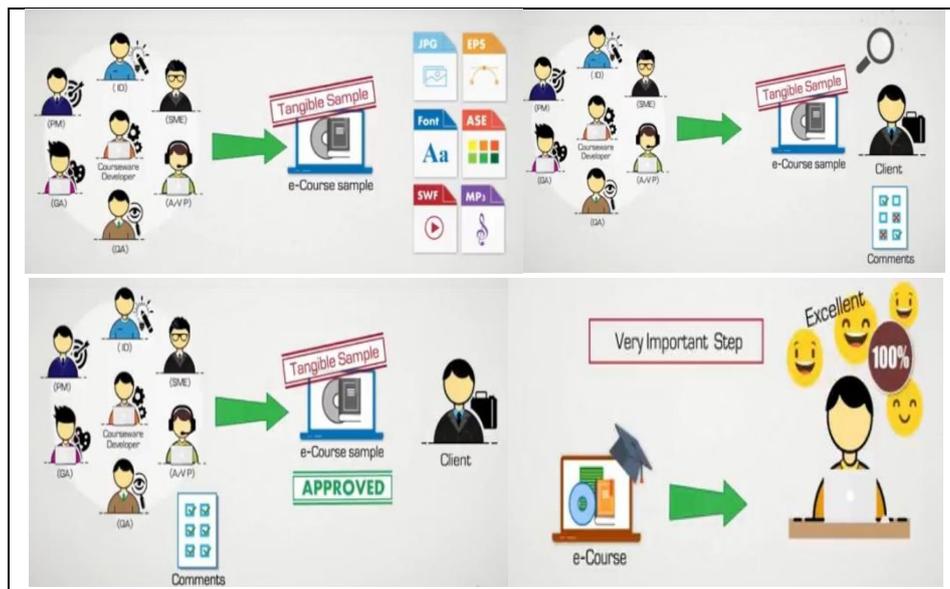


Fig (8) Clarify the 4 important steps in development phase of (ADDIE) MODEL

1.1.2.2 The effect of the Blended learning models in design phase:

Online learning spaces offer greater, more engaging Collaboration experiences between students and instructors. These opportunities include Collaborative tools such as online forum discussions, wikis, blogs, chat, etc. Through these tools, collaborative connections are available in or out of the online classroom. So, **we can say the benefits of the blended learning are:**

- Opportunities for collaborative learning
- Improved accessibility
- Communication improvement
- Assessment strategies (1)

There are 3 main models of the blended learning as mentioned before:

The research paper will apply the combination (blended) of the two models (model 1 and model 2) as shown in table (1) in creating and design the content of the textile printing design (E-curriculum), I think as a researcher this is two models are more suitable to learning and teaching applied arts fields in general, and for textile printing design in particular. I think we can implement the two models during teaching and learning according every lesson requirement:

For example: when we are talking about part of content of textile printing design subject- level one in textile printing study, it will be like that:

(Topic or lesson) according the designed modules	week	Blended learning	activity	Model	Kind of media
1. Introduction to textile printing design	1	Face-to-face or in-person webinar includes presentation about the topic-also transcript available for the presentation through LMS – and the presentation itself (video and audio)	Welcome Forum to all the students, until the half of the semester	Blend block mode	Presentat ion will include (text-YouTube video
2. Design Elements, principles and basics in textile printing design	2	Face-to-face or in-person webinar includes presentation about the topic-also transcript available for the presentation through LMS – and the presentation itself (video and audio)	Discussion Forum to all the student to discuss the topic and interact with each other in groups, Discussion Forum will be open	Blend block mode Model 2	Presentat ion will include (text-YouTube video
3. Sources of textile printing designs	3	Flipped curriculum model contain Short lecture podcasts – online resources about the topic with	face-to-face tutorial/se minars for activities integration	Blende d present ation and interac tion Model 1	Many kinds of media Accordin g the students want to present group work
4. The international fashion trends in textile printing design	4	Flipped curriculum model contain Short lecture podcasts – online resources about the topic with	face-to-face tutorial/se minars for activities integration	Blende d present ation and interac tion Model 1	Videos about the internatio nal fashion trends presentati on-written reports

5. Different between Composition and Design in The textile printing design	5	Face-to-face or in-person webinar includes presentation about the topic-also transcript available for the presentation through LMS – and the presentation itself (video and audio)	peer assessment , question facilitation	Blend block mode Model 2	Presentat ion introduce d by students as work groups
6. Making compositions for textile printing designs Upholstery, curtain, and cushions. (Using computers programs and soft wares)	6	The rotation model- station rotation, computer lab rotation and individual rotation- Short lecture podcasts to every group before implementation	Peer seminars and interaction presentation to sharing knowledge and ideas	Blende d present ation and interac tion Model 1	E- Profolios includes the basic composit ions
7. Inspiration, mood board & digital mood board , colors themes in textile printing	7	Face-to-face or in-person webinar includes presentation about the topic-also transcript available for the presentation through LMS – and the presentation itself (video and audio)	face-to-face tutorial/se minars for activities integration	Blend block mode Model 2	E- Profolios for present artwork and designs

Table (8) clarify some activities in content – how it can be implemented through the blended learning

In the table above (table 8), the half lectures of the semester, and the important question here, how can make a plan using blended learning (model (1) & (2), to achieve learning objective and the intended learning outcomes (ILOs), How we should think deeply in that to get a majority benefits of online blended learning VS **traditional learning methods and learning in of:**

- How we can divide the lesson topics between the two models and how to implement that with activities through LMS system.
- Which lecture or topic lesson could be replaced with online activities instead of gathering in a physical classroom, simply which activities are used to supplement the in-person classes; readings, quizzes or other assessments
- We should also think about which activities should be added, it was impossible to implemented without blended learning , and how we can add activities, events.....are achieving more Deeping and interactive learning to the students in (Textile printing design), Although it seems like it is the strategic thinking steps for all fields, but we should believe in that every professor or expert can adjust this way of strategic thinking to tailor successful (E-curriculum) according the nature of his field.
- We should indicate which lesson should be implemented by the flipped classroom, the rotation model, the self-blend model, blended MOOC or even the Flexible-mode courses to implement the activities of the course.

- Also, we should indicate carefully as we mention before which kind of media we will use in every lesson to be very informative, interesting, interactionable and achieve the (ILOs) of the subject (E-curriculum) through the blended learning.
- we should indicate if this activity will be Synchronous learning and which will be Asynchronous learning.
- At the end, we should indicate a benchmark as international quality standards to follow it in the (E-curriculum) online courses; (Standards in curriculums and course design), (Standards in assessment and learner performance), (Standards in instructions). Also we should keep in mind to implement, the much suitable in the design phase of the (ADDIE) model.

1.1.4 Implementation:

This is the phase of launching the (E-curriculum). the creation of content, including whether to develop in-house or outsource, copyright clearance for third party materials, loading of content into a web site or LMS, and so on. (1). The student should have (user name and password) to access to LMS system. Also the students should be sure; they can interact simply with the content simply through the LMS and there is no technical problem in communication, and if there is a problem they can reporting simply to solve the problem in short time. The student should take very good technical support to solve any sudden problem and truly, this is the different between good and bad support system. This issue should be taken in concern.

1.1.5 Evaluation:

This is phase of the feedback and data, which is collected in order to identify areas that require improvement and this feeds into the design, development and implementation of the next iteration of the (E-curriculum) (1). Evaluation is not only the final phase in the production cycle of (E-curriculum), but it is a part from all phase. This is appearing clearly in all the previous phases. The evaluation phase includes (2) kinds of evaluations: Formative and Summative evaluations. The formative one includes all improvements and revisions to all the previous phases from all the team. The whole is sharing in the formative evaluation, even the learner (student) (21).

Summative Evaluations includes (Questioners- surveys - Stakeholders opinions- open ended questions etc.).

Conclusion:

The study is concerning with the quality standards in E-learning for textile printing design subject -as very important subject to the textile printing graduate- through the blended learning VS the traditional teaching methods. The quality standards in E- Learning begin from the first step in creating the (E-curriculum), how to build your (E-curriculum) and what is the most suitable instructional design to create this curriculum with logical measurable model and results, which has been created through (5) important phases (Analysis- Design- Develop – implement- Evaluate), This is the ADDIE model. It is very suitable in creating (E-curriculum) with logical thinking steps takes lot of revisions, meets real requirements needs in the market, It is very dynamic; all the phases are leading to each other. Also are connected and integrated. The researcher also concern with the Implementation of the Community of Inquiry framework (COI), as a very important framework should be implemented through the design phase in the

ADDIE model, to achieve the target of the E-Learning and the intended learning outcomes(ILOs) through the blended learning in (Social, Cognitive and teaching) presence.

Also the paper focused in using all the advantages of the blended learning to achieve the high quality standards in designing the content and implements the activities of the (E-curriculum) in the textile printing design subject, which can be impossible to be achieved by the traditional learning methods. The blended learning with all its models can create creative learners (students), interacting persons, peer assessment, question facilitation, enhance deep thinker who is thinking out of box and learning from many sources like (ORS)....., that why we should keep in mind the quality standards in every step, also we should keep in mind the international quality standards in the (E-curriculum) virtual online courses; through (Standards in curriculums and course design), (Standards in assessment and learner performance), (Standards in instructions), it should be always a benchmark for that. .

Results:

- Using an important instructional design in creating (E-curriculum) like the (ADDIE) model, create high quality standards in the (E-curriculum) contents, context, activities and intended learning outcomes (ILOs) of the textile printing design subject through the blended learning.
- Implementation the Community of Inquiry framework (COI), in designing the content, activities, assessments, assignmentis very important to be considered in the design phase of ADDIE model, to achieve (Social, Cognitive and teaching) presence and absence of any one means failure in the quality standards of the textile printing (E-curriculum) through the LMS.
- Every specific field can use the suitable models of the blended learning in teaching (E-curriculum) and implement the activities to achieve high quality standards in (E-curriculum) according the nature of the subject, the LMS the technology is available, the infrastructure .
- We should keep in mind a benchmark in the international quality standards of the virtual learning (online learning) worldwide, to achieve the quality standard in designing and implementation our (E-curriculum) through the LMS.

Recommendations:

- The Egyptian governmental universities should have an integrated of specialists, like instructional designers, developers, graphic designers, and everyone who demonstrates an understanding of the curriculum aspects of online learning curriculum plans in all aspects and branches of all sciences in general and in applied arts in specific.
- The necessity to develop the quality standards in all the Egyptian governmental universities for formulating the future educational system through the blended learning, according the latest globally in education and learning worldwide.

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